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AND
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EDUCATION IN CANADA.

Ill health rendering a temporary absence from our post in Connecticut necessary, we availed ourselves of the opportunity to visit Canada, hoping by the tour not only to gain renewed health and vigor, but also to become better acquainted with the geography and customs of the province and its educational and political institutions.

Believing that many of the readers of the Journal would feel interested in a country so near us, and so intimately connected with our own, we lay before them some of the facts collected.

The impression, which many have, that Canada is a cold, and, to a great extent, barren region, would soon be obliterated upon a visit there. Whether the observer was interested in the fertility, productiveness and rapid growth of the Upper-Province, or in the beautiful and picturesque scenery of the Lower, he would be led upon careful investigation to see that Canada possessed the capabilities necessary, to make it a great and important country, attractive to the man of business, of science, and of leisure.

But we propose to speak, principally, of its Educational Institutions. Though the Provinces are united under one government, and have but one Legislature, one Legislative Council, and one Governor General, yet the legal and judicial systems are dissimilar, and the educational systems entirely distinct.

UPPER CANADA.

In Upper Canada there were reported by the Superintendent, March, 1855,—“ One Normal School, two Model Schools (boys and girls),

sixty-four County Grammar Schools, and three thousand two hundred and forty-four Common Schools."

The buildings of the Normal and Model Schools at Toronto are an ornament to the city, and in arrangement and completeness excel any thing else of the kind in America.

The whole cost with the site they occupy was about one hundred and twenty-five thousand dollars. The grounds, which occupy a whole square, comprise seven and a half acres. Of these two acres are devoted to a botanical garden, three to agricultural experiments, and the remainder to the buildings, yards and gymnasium. The botanical department, and the experiments in agriculture, are conducted with great care, and are designed not only to illustrate the lectures in vegetable physiology and agricultural chemistry, but also furnish important and valuable information for agricultural operations in the Province.

NORMAL SCHOOLS.

There are two semi-annual sessions of the Normal School, commencing respectively the 15th of May, and 15th of November of each year, and continuing for a period of five months each.

Male students are required to be eighteen years of age, and females sixteen.

Those admitted "must produce a certificate of good moral character, dated within at least three months of its presentation, and signed by the clergyman, or minister of the religious persuasion with which they are connected;—they must be able to read and write intelligibly, and be acquainted with the simple rules of arithmetic, and with the elements of geography and English grammar; must sign a declaration of their intention to devote themselves to the profession of school teaching, and that their object in coming to the Normal School is to qualify themselves better for the important duties of that profession." Candidates for admission must present themselves during the first week of the session, otherwise they cannot be admitted. There is no charge for tuition, or use of the library, and "a sum at the rate of five shillings per week (payable at the end of the session) shall be allowed to each teacher in training, who, at the end of the first session, shall be entitled to a provincial certificate."

The course of instruction extends over two sessions. It consists of lectures, with questions and examinations, given principally by Thomas J. Robertson Esq. and the Rev. William Ormiston, gentlemen distinguished for their scholarship and success in this, as well as other departments of instruction.

The number of pupils in the Normal School is from one hundred to one hundred and fifty.

MODEL SCHOOLS.

The Model Schools are connected with the Normal schools as schools of practice, and are at the same time intended to be models for other schools in the Province. The number of pupils is four hundred, who are arranged in classes in each department, according to attainments, and these are subdivided into sections for instruction given by the members of the Normal School. The Programme of studies is as follows:

BOYS' DEPARTMENT.

FIRST DIVISION.

Elementary Arithmetic, Calculator, Writing or Drawing on the Slate, Object Lessons, Spelling, Geography, Singing, Gymnastics.

SECOND DIVISION.

Practical Arithmetic, Theoretical Arithmetic, Mental Arithmetic, Geography, History, Writing, Singing, Natural History, Grammar, Gymnastics.

THIRD DIVISION.

Practical Arithmetic, Theoretical Arithmetic, Mental Arithmetic, Geography, History, Grammar and Composition, Writing, Spelling and Dictation, Natural Philosophy, Book-keeping, Geometry, Algebra, Mensuration.

The Programme for the Girls' School is the same, except that calisthenics is substituted for gymnastics, and in the First and Second Divisions plain needle work is added, and in the Third Division, Book-keeping and Mensuration are omitted, and Domestic Economy taken.

The admission fee to the Model Schools is one shilling per week, and is collected on Monday morning.

The use of objects and pictures in teaching is much more common than in schools in this country. Many of the lessons are oral. We had the pleasure of listening to an exercise on language conducted by the head mistress of the girls' school. No books were used, but we have seldom met with a class of children, more intelligent and ready in answers, or more interested and thoroughly acquainted with the subject, than this class of little girls.

GRAMMAR SCHOOLS.

The Grammar Schools are designed to give instruction in all the higher branches of a practical English, and commercial education, in-

cluding the elements of mechanics and natural philosophy, and also in the Greek and Latin languages and mathematics, so far as to prepare students for college, thus forming the connecting link, between the common school and the university. The literary qualifications for admission, are nearly the same as required for admission to the Normal School.

Pupils preparing for the University are required to study those subjects only which will qualify them for matriculation. Those studying the English branches alone can select such subjects of study as they desire, providing these studies are included in those prescribed for the class in which the student has been placed. Pupils are arranged in classes according to their proficiency. Tardiness on the part of pupils is considered a violation of the rules of school, and subjects the delinquent to such penalties as the nature of the case may require. A pupil is not allowed to leave school before the hour of closing, except in cases of sickness or pressing emergency, and absence constitutes a forfeiture of standing in his class and of right to attend school for the term. No pupil is allowed to remain in the school, unless he is furnished with the books and requisites necessary to be used by him in the school, though in case of poverty of the parents, the board of trustees have power to supply the pupil. The tuition fees, whether monthly, or quarterly, are payable in advance.

There are four terms in a year the commencement and close of each being regulated by law. The exercises of each day begin as early as nine o'clock A. M. and do not exceed six hours in duration, exclusive of the noon recess. Either every Saturday is a holiday, or half a day each Wednesday and Saturday is a half holiday. The public half yearly examinations take place, one immediately before the Christmas holidays, and the other immediately before the summer vacation.

Candidates for masterships of county grammar schools must be examined as to their knowledge of and ability to teach, the subjects and books required in the examination of candidates for matriculation in any college affiliated with the University of Toronto. These examinations are held quarterly in the Normal school buildings at Toronto. The duties of head masters and teachers are designated by law and do not differ materially from those appertaining to corresponding circumstances in the United States. The masters are required to keep a daily, weekly, and quarterly register of the school, and also a class register with the exercises of each pupil noted. A record must also be kept of all instances of corporal punishment.

COMMON SCHOOLS.

We have already remarked that there are over three thousand two hundred Common Schools in the province. These correspond very nearly to the Common Schools in Connecticut.

The municipal council of each township, divide the township into sections of a suitable extent for one school in each, or for male and female schools. The affairs of each section, such as furnishing school houses, and providing teachers, are managed by three trustees, corresponding to our district committee. The trustees are chosen for three years, one being elected annually. The schools are supported either by voluntary subscription, a monthly rate bill, or by a tax on the property so as to make the schools free. It is very gratifying to learn that the latter mode is fast superseding the others, and has already been adopted in most of the principal places.

The duties of the teacher are prescribed by law as in the Grammar Schools, and no teacher is entitled to any part of the public fund who does not conduct his school according to law, and who has not a legal certificate from a county board of public instruction. The regulations for the organization and government of Common Schools, are similar to those already given for Grammar Schools. The school hours shall not exceed six, every alternate Saturday is a holiday, and the vacations are established by law.

The inspection of schools is made by local superintendents, who are appointed by the County Councils, and who may be appointed for each county, or for one or more townships. Each local superintendent is to have at least four dollars per annum, for each school under his charge. He is required to visit each school at least twice a year, and to deliver a public lecture on education in each school section once a year.

There is a Board of Public Instruction in each county, consisting of local Superintendents, and the trustees of the Grammar Schools in such county. This board examine teachers for Common Schools, according to a programme prepared and prescribed by the Council of Public Instruction for Upper Canada. This Programme provides for giving certificates to three classes of teachers, according to their respective qualifications; a first class certificate being good for the county in which it is given, the second class for the township, and the third class for the school section. At the head of the whole system is a Council of Public Instruction and a chief superintendent appointed by the crown.

The Council has the entire management of the Provincial, Normal and Model Schools, the care, furnishing and repairs of the buildings,

and the care and culture of the grounds. It recommends the text books for the schools, and books for the school libraries, and makes the regulations for the organization, government, and discipline of Common Schools, the examination and classification of teachers, and the establishment and care of school libraries throughout Upper Canada.

The chief superintendent of schools, who is *ex-officio* a member of the council, apportions the school fund to the several municipalities, prepares the regulations and other matters for the consideration of the council, and the different forms required by the school act, takes the general superintendence of the Normal and Model Schools, and provides for procuring text and library books, apparatus, and generally, employs all means in his power for the promotion of education. This office has been filled since 1844, by the Rev. Dr. Ryerson, whose intelligence and zeal have done much to give excellence to the system of education in Upper Canada. Its efficient workings depend much upon the able superintendent and his co-laborers in the Education Office.

The Public Library Depository, occupying two large rooms in the Normal Buildings, is another branch which has become of great service in procuring and providing books for public libraries, catalogues, and regulations for the same. Large quantities of books are obtained from publishers in Great Britain and the United States at a lower price than they could be bought for single libraries. These are catalogued with great care, and sent off, upon application from a municipal, or school corporation, to the different parts of the Province. By this means a great variety of useful books is introduced, or made accessible to all parts of Upper Canada at a very slight advance from the original cost.

We should do injustice to our own feelings in reference to the subject, if we omitted to speak of the extensive collection of paintings and statuary, we saw at the Educational Department. This valuable collection was obtained by Dr. Ryerson, who has recently returned from Europe, where he has been engaged in adding to the facilities already possessed by this department. The paintings are some of them original works by the old masters, while others are fine copies of celebrated pictures in European galleries. A large portion had just been received at the time of our visit, and were temporarily placed in the theater, which had the appearance of a fine picture gallery. The statues represent the heroes and sages of antiquity as well as the statesmen of modern times. This collection will afford to many an opportunity to see and obtain works of art that otherwise would never have been enjoyed.

The morning we left the superintendent was opening a case of valuable agricultural implements, also obtained in Europe, and which are to be rendered beneficial to the Province.

We need not say that the little time we were able to give to the educational system of Upper Canada, was pleasantly and profitably occupied.

The length of this article makes it necessary to postpone the account of the schools in Lower Canada till another number.

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THOROUGH TEACHING.

A want of thoroughness is one of the greatest evils in our Common Schools. Too many studies are introduced, passed over superficially, and not mastered. The child passes from the elementary to the higher branches, regardless of the amount of discipline secured. The pupil soon learns to skim lightly over the surface, without thinking of diving for the pearls that lie beneath. Thus the primary object of education is thwarted, and wrong habits are acquired.

Among other causes that lead to this result, I have noticed the following:

1. *The misguided ambition of teachers.* Every teacher that possesses the true spirit, desires to be of the greatest benefit to his pupils. He enters school with the laudable determination to have them make good progress. But he too often estimates their proficiency by the number of studies pursued or the number of pages passed over.

His is a wrong standard. He looks for words instead of thoughts; display instead of discipline. Such a teacher "has a zeal but not according to knowledge." Right views of education would be a true guide to his ambition. The teacher's motto should be, *WHATEVER IS WORTH TEACHING, IS WORTH TEACHING THOROUGHLY.*

2. *The pride of parents.* The parent naturally delights to witness the progress of the child. This is right and proper. But when not regulated by wisdom, this delight creates a desire for its undue promotion. Such a course, if long continued, would make superficial scholars.

3. *An inefficient supervision.* An improper supervision is a great cause of deficient thoroughness. The teacher who makes the greatest display at the so-called "examination," receives the highest approbation; while he who labors patiently, earnestly, and much more successfully, if we regard the great object of education, is consigned to oblivion. This fosters the pride of parents, induces teachers to seek

display, and leads scholars to study solely for examination. Those that are intrusted with the supervision of our schools, should beware of creating such superficial standards. Not thus can the great work of education be advanced. Children must be taught to think. Therefore they should have patient, exact, and thorough training, P.

CANTERBURY, June 1856.

PARENTAL TEACHING.

A short time since, there appeared in the *New York Independent*, an article upon the family of Rev. J. W. Ward, of Abington, chairman of the legislative committee on education, which we give entire, premising it with the remark that the reverend gentleman assures us that *thoroughness* is his magical wand of success.

"Some weeks since I visited the family of a pastor, and member of the Massachusetts Legislature, Rev. J. Ward, of Abington. In this family there are five children, who have been motherless seven years. The four eldest, three sons and a daughter, between the ages of nine and sixteen years, are the prodigies of these times. At family worship, the father reads from the French Bible, one son from the Hebrew, the daughter of twelve years from the Latin, another son from the Greek, and the youngest, nine years of age, from the Hebrew. They all give readily free and correct translations of the most difficult passages in the Bible. Their varied knowledge is astonishing. They seem to be equally at home in solving difficult problems in mathematics, and discussing the doctrines of religious sects, as well as in giving the locality and opinions of authors and public men in this country. The father has been almost the sole instructor, and has trained them to be particularly useful in the garden and kitchen, independent of servants, and cheerful and social in an unusual degree, in the family circle.

"If there is a family exhibiting such propriety, intelligence, and genius, or a father more devoted to the welfare of his children, an interview would compensate for a long journey. Governor Everett, years since, in his message, mentioned the 'Learned Blacksmith Burritt' as an example to the youth of the State; and I am sure the boy and girl in this family, who, when under ten years of age, had conquered three languages, and in addition are exact and generally intelligent, are still more worthy of mention and imitation."

We add to this a letter of the reverend gentleman, written in reply to a communication asking further information upon his system.

SENATE CHAMBER, March, 1855.

DR. PIPER :

DEAR SIR—In answer to your communication, received yesterday, I would say, that as to the corrections in that newspaper article, I do not recollect precisely from what languages the different members of the family read, as they often change, but the daughter, I know, read not from the Latin, but from the German or Hebrew. We sometimes use, at family prayers, the Hebrew, Greek, Latin, German, French, and English.

In answer to your questions :—

1. How much do they learn before six years of age? Reading, writing, spelling; some geography and arithmetic.

2. How many hours of study? From two to six, before six years of age.

3. What physical discipline? All kinds of house work and garden work, for boys and girls alike, together with the use of balls, kites, dolls, jumping, walking, running, cutting and sawing wood, &c., thus filling up the hours not devoted to study or *intellectual* sports.

4. Diet? They use no tea or coffee, very little meat or butter, but mostly a vegetable diet, and milk, eggs, syrup, &c.; still meat and butter are not prohibited.

5. In summer they generally retire at dark, and remain in bed according to age, from about eight to twelve hours. They generally rise about daylight, unless the days are very short. In winter they sit up later, and read or amuse themselves in the evening.

6. I gradually increase the hours of study from the time they begin study, when they may not study more than two hours per day, though when sixteen they may be engaged in study and recreation eight or nine hours, though not generally so much. I consider six hours of close study enough for children.

7. When they commence Hebrew? I make that the principal study, and they attend to it the whole day. I consider one principal study enough for small children, and two per day enough for older children. With only one or two they become more interested in the study or studies, and have less confusion and distraction of attention. The children will, however, naturally be making some progress in arithmetic, geography, history, &c., though not by any very definite course of study. They study Hebrew three years; then Greek two years; then

Latin two years. They finish one, then take another, but when they take the second, a little daily reading in the first is required, so that it may not be forgotten; and when the third is taken, a little reading weekly in the first and second, for the same purpose. You see I adopt the order of *production* instead of that of *investigation*. I think they would learn faster to reverse the order, and begin with the Latin, but I think the order I adopt will be found the most sure in fixing the languages in the memory. I practice reviewing, to an extent far beyond what is usually done. In beginning the Hebrew, for instance, I have the preceding lessons reviewed, sometimes even to fifty, and so decreasing. I think that generally about three lessons should be reviewed; a good review is as profitable as the first preparation, and perhaps more profitable.

As to any *particular* studies being necessary to make thorough scholars, I do not think they are. A child may be a thorough scholar in one class of studies as well as another. All that is necessary is to excite a love for the studies, whatever they may be, and then be sure to pass nothing till it is as clear as light in the mind of the child. And to make the child love a study, we must make him, from the first, and step by step, *thoroughly comprehend* it.

My children do not enter college in advance, as I prefer that they should have time to attend to the acquisition of general information. They have more or less attended academies and common high schools, as I wish them to study with others, and mingle with them in life. They then study the studies attended to in the schools, entering some class or classes, and reciting with the class. Sometimes a child has attended school half a day and studied and recited at home half a day. I have not been uniform in the course of English study, though generally I have taken the studies dependent on the memory first, and those most taxing the reasoning powers later. I want the whole mind and body cultivated and improved, and rather than to pursue one study to a very great extent, I prefer that children, as they advance, should gain a *good* acquaintance with the first principles of *various* studies and sciences, so that they may develop their taste, and may pursue such study in after life. My children, therefore, study mineralogy, ornithology, and other branches of natural history, and do it mainly by themselves as a recreation. What is *studied* should be studied *thoroughly*, but I think that men and manners, the state of the world, &c., should be known, and the information may be drawn from interesting books put in their hands, and the periodicals of the day. We sometimes have an exercise in reading poetry, taking such a book as

Milton or Shakspeare, and each reading a portion and being then called upon to answer such questions on the language, figures, allusions, &c., in the portion read, as others may ask. Sometimes also the children amuse themselves with taking a subject, and then each one in order contributing a line of poetry, so as to carry along the subject, and so repeating the process, till a number of verses have been made. Any thing to keep the mind active, happy, and properly improving, is my motto.

I am obliged to you for your article on the use of the Bible in schools, and think your views correct. I think it generally better for boys and girls to study together, and prefer our State system of schools to private.

Yours, truly,

J. W. Ward.

STORIES FOR BOYS.

(Teachers will find it very profitable to devote ten minutes to each of the following stories, in reading them to their pupils and making such remarks as will tend to drive the moral of each home to the heart. Moral instruction and moral improvement will always pay good returns.—*Res. Ed.*)

THE BRAVE BOY.

I was sitting by a window in the second story of one of the large boarding-houses at Saratoga Springs, thinking of absent friends, when I heard shouts of children from the piazza beneath me.

"Oh, yes, that's capital! so we will! Come on now! There's William Hale! Come on, William, we're going to have a ride on the circular railway. Come with us."

"Yes, if my mother is willing. I will run and ask her," replied William.

"Oh, oh! so you must run and ask your ma. Great baby—run along to your ma! Ain't you ashamed? I didn't ask my mother."

"Nor I,—nor I," added half a dozen voices.

"Be a man, William," cried the first voice. "Come along with us, if you don't wish to be called a coward as long as you live. Don't you see we are all waiting?"

I leaned forward to catch a view of the children, and saw William standing with one foot advanced, and his hand firmly clenched, in the midst of the group. He was a fine subject for a painter, just at that

moment. His flushed brow, flashing eye, compressed lip, and changing cheek, all told how that word *coward* was rankling in his breast. Will he prove himself, indeed, one, by yielding to them? thought I. It was with breathless interest I listened for his answer, for I feared that the evil principle in his heart would be stronger than the good. But no.

"I will *not* go without I ask my mother," said the noble boy, his voice trembling with emotion, "and I am no coward either. I promised her I would not go from the house without her permission, and I should be a base coward if I were to tell her a wicked lie."

There was something commanding in his tone, which made the noisy children mute. It was the power of a strong soul over the weaker, and they involuntarily yielded him the tribute of respect.

I saw him in the evening among the gathered multitude in the parlor. He was walking by his mother's side, a stately matron, clad in widow's weeds. It was with evident pride she looked on her graceful boy, whose face was one of the finest I ever saw, fairly radiant with animation and intelligence. Well might she be proud of such a son—one who could dare to do right, when all were tempted to the wrong.—*Selected.*

A GOOD IDEA.

A FATHER, whose son was addicted to some vicious propensities, bade the boy to drive a nail into a certain post whenever he committed a certain fault, and agreed that a nail should be drawn out whenever he corrected an error. In the course of time the post was completely filled with nails.

The youth became alarmed at the extent of his indiscretions and set about reforming himself. One by one the nails were drawn out; the delighted father commended him for his noble, self-denying heroism, in freeing himself from his faults.

"They are all drawn out," said the parent.

The boy looked sad, and there was a whole volume of practical wisdom in his sadness. With a heavy heart he replied:

"True, father; but the scars are still there."

Parents who would have their children grow sound and healthy characters, must sow the seed at the fireside. Charitable associations can reform the man, and perhaps, make a useful member of society; but, alas! the scars are there! The reformed drunkard, gambler and thief is only the wreck of the man he once was, he is covered with scars—dishonorable scars—which will disfigure his character as long as he shall live.—*Selected.*

A KNOWLEDGE OF THE MENTAL AND MORAL NATURES OF HIS PUPILS IMPORTANT TO THE TEACHER.

The success of a teacher in his efforts at school discipline and instruction, will depend in no small degree upon the knowledge which he possesses of the dispositions and characters of his pupils.

More than a moiety of the labor of every true teacher first entering upon the duties of his office, must necessarily be expended in bringing elements diverse and discordant by nature, into harmonious action; rousing the slothful; encouraging the timid; repressing the bold; sympathizing with those whom misfortune or trouble has visited: albeit inspiring all with interest in their respective duties. Work of this kind is most obviously in no sense the result of chance; and the teacher, if he propose the accomplishment of an object so essential, must carefully exercise his power of discrimination in character and disposition. Nor is our position invalidated, though apparent success sometimes attend the attempts of the ignorant and unworthy. As truly as effect follows its cause in the physical world, so truly may we expect from peculiar temperaments and dispositions of mind, corresponding traits in conduct and action.

Important as is the knowledge in question in the arrangement and discipline of a school, it will be found at least equally serviceable when the teacher is engaged in the duty of instruction. If well furnished in this respect, he will be enabled to create among the pupils of his classes, the enthusiasm so all-essential to complete success. "*Si vis me flere dolendum est primum ipsi tibi.*" If you wish me to weep, you yourself must first grieve.

The quaint but learned Fuller, in the portraiture which he has given of the "Good Schoolmaster" of his day, scrupulously pencils each feature of his character.

"The teacher," he remarks, "studieth his scholars' natures as carefully as they their books; and ranks their dispositions into several forms. And though it may seem difficult for him in a great school to descend to all particulars, yet experienced schoolmasters very quickly make a grammar of boys' natures, and reduce them all (saving some few exceptions,) to these general rules:

1. "Those that are ingenious and industrious. The conjunction of two such planets in a youth, presage much good unto him. To such a lad, a frown may be a whipping, and a whipping a death; yea, where their master whips them once, shame whips them all the week after. Such natures he useth with all gentleness,

2. "Those that are ingenious and idle. These think with the hare in the fable, that running with snails (so they count the rest of their school-fellows,) they shall come soon enough to the post, though sleeping a good while before their starting. Oh, a good rod would finely take them napping.

3. "Those that are dull and diligent. Wines, the stronger they be, the more lees they have when they are new. Many boys are muddy-headed till they be clarified with age; and such afterwards prove the best. Bristol diamonds are both bright, and squared, and pointed by nature, and yet are soft and worthless; whereas orient ones in India are rough and rugged naturally. Hard, rugged, and dull natures of youth, acquit themselves afterwards the jewels of the country; and therefore their dullness at first is to be borne with, if they be diligent. That schoolmaster deserves to be beaten himself, who beats nature in a boy for a fault. And I question whether all the whipping in the world can make their parts which are naturally sluggish, rise one minute before the hour nature hath appointed.

4. "Those that are invincibly dull, and negligent also. Correction may reform the latter, not amend the former. All the whetting in the world can never set a razor's edge on that which hath no steel in it. Such boys he consigneth over to other professions."

We quote the language of this erudite scholar, not for the purpose of furnishing a formula to guide us, but rather to show the importance which he attached to the knowledge in question. How many teachers have utterly failed in their efforts at school government and instruction, from ignorance of the nature of the duties devolving upon them. They are perhaps severe, when they should be gentle; they use the rod, when the occasion demands only a reproving look or word; they frown, when they should smile; they use terms of reproach over some natural defect, which should rather enlist their sympathy; and thus their entire work becomes a series of capital defects and blunders. What school can prosper under such mismanagement?

We recall to mind a teacher of by-gone years.

"A man severe he was, and stern to view."

His coat, "all buttoned up before," concealed both collar and cravat. It was his wont to keep the temperature of his school-room at the sweltering point. The little scholars oppressed with heat, could not study; but in their mischief, kept a respectful lookout for a sortie upon them by the Dominie. Clutching the flexile birch, "firm-paced and

slow," he made hourly ambulations round the room. No matter what might be the exercise demanding his attention, the fell "instruments of war and subjugation" were first and foremost to be seen; and woe to the luckless youth who drew upon himself the teacher's ire. The premonitions of approaching furor were generally indicated by a certain movement of the mouth, in accelerating the motion of a morsel of "weed." As soon as noticed by the scholars, all eyes were fixed upon their books; and fear, trembling, and excessive study universally prevailed. Under his government, as in war, no quarter was shown. The child of kind, amiable, and obliging disposition, to whom indeed a reproving look would give the keenest pain, was visited with the same inexorable severity as the willful and unyielding.

"Well had the boding tremblers learned to trace
The day's disasters in his morning's face;
Full well the busy whisper, circling round,
Conveyed the dismal tidings when he frowned."

Such a teacher we can almost believe considers the object of his instructions to be simply an individual name; at most, a breathing automaton, wholly regardless of the imperishable treasure committed to his trust.

To examine the springs of human thought and action, to study the motives which direct and influence in the common affairs of life, and with this aid to form a seasonable acquaintance with individual genius and proclivity, is an object worthy the attention of every teacher. Knowledge of this kind, will be found to be of inestimable practical value. With it, the instructor has at hand the best preventive of trouble and perplexity arising from the violation of order; since, in general, he may thus have control over the causes of disorder.

WINDSOR, June 28, 1856.

E. D. R.

BRIGHT HOURS AND GLOOMY.—Ah, this beautiful world! I know not what to think of it. Sometimes it is all gladness and sunshine, and heaven itself lies not far off, and then it suddenly changes and is dark and sorrowful, and the clouds shut out the day. In the lives of the saddest of us there are bright days like this, when we feel as if we could take the great world in our arms. Then come gloomy hours, when the fire will not burn on our hearths and all without and within is dismal, cold and dark. Believe me, every heart has its secret sorrows, which the world knows not, and oftentimes we call a man cold when he is only sad.—*Longfellow.*

[From the New London Chronicle.]

AN EXCURSION TO NEW HAVEN.

MR. EDITOR.—In an institution of learning where patient, persevering study is regarded as the great key to knowledge and mental discipline, and when the pupils are mindful of this and other stated duties, great good may result from their seeing what is going on in other cities and places. With these views and sentiments an excursion was recently planned by members of the Young Ladies' High School, who were aided in this movement by teachers, school-committee-men and other friends of education in our city. Last Friday a company of more than sixty proceeded by the morning train of cars to N. Haven, where the day was spent in visiting the Webster and Eaton Schools and various places of interest connected with the Colleges. The day was pleasant and comfortable, a shower having fallen the night previous, and other circumstances conspired to render it an occasion of decided pleasure and profit. At the Railroad station we were met by gentlemen prepared to further our plans by conducting us to the places which we were to visit. The City of Elms appeared in her most attractive garb. Her shady parks, arched streets, large and well proportioned buildings, both public and private, together with her gardens adorned with various fruits and flowers, were noticed and admired.

But first and the most sought for observation were her seminaries of learning. The Webster School is named after the great lexicographer whose fame and honor are co-extensive with the English language. This is a substantial brick building, arranged with due regard to comfort, convenience, good taste and economy. The furniture, heating apparatus and means of ventilation and of illustrating the subjects taught are good. In this building are four grades of schools, and about six hundred pupils. We passed through the various departments, listening to exercises in each, and observing with satisfaction the neatness, quietness, good order and exact discipline of the school, and the intelligent and cheerful countenances of the pupils.

The Eaton school is named after the first Governor of the New Haven Colony. This building is also built of brick, and has a stately and imposing aspect. Its general arrangements and finish are better and its rooms and grounds more spacious than those of the Webster school, but its external proportions are not so agreeable to the eye, nor its main hall so large and commodious. Our time was here exceedingly limited, but we saw enough to satisfy us that the name of Eaton is not dishonored by its associations with either this edifice or school.

We next passed upon the classic grounds of the Colleges;—not, however, without having duly considered, in front of the State House, the expediency of appearing en masse before our legislature with a petition that some effective measure may speedily be adopted to render more useful and efficient the Connecticut system of popular instruction. The Trumbull gallery of paintings occupied an hour of our time, whereas a day would hardly suffice to give us a just appreciation of some of its most important pieces. Here we were under great obligations to Prof. Silliman, Jr., for clear and pointed explanations of some of the most remarkable paintings. His anecdotes and criticisms, illustrative of various historical representations, served to quicken our interest in the subject portrayed and in the works of art on which we were gazing. The Mineralogical Cabinet, the Library, the Society Rooms, Alumni Hall, and the Chapel were severally visited, and a disputation was listened to on the comparative standing and respectability of the Brothers' and Linonia Society. Our acknowledgements are due to those gentlemen whose kind attentions enabled us to turn to good account the day which we spent in their beautiful and honorable city.

HISTORY OF "MIGHT."

MR. EDITOR :

It is a very common opinion, that English Orthography is a chance medley, a chaos of accidental usages, for which no reason exists; and of course, for which none can be given; and hence, Phonography would discard all the letters from every word, the significance of which is not apparent at sight to the mere English scholar. Among these combinations of letters which have ever been the first to feel the Reformer's power, *our* has ever been prominent.

Now, it is our firm belief, that nothing would be gained to the language, by any attempt at orthographical reformation, but that much would be lost; that the common people even, would gain nothing, while scholars would lose, as it were, almost everything.

Let us take for example the word *might*, which our phonographers would write *mit* or *mite*. By this change the sound of the word as spoken, is more briefly represented to the eye, but as written it would cease to be distinguished from the word *mite*, now in use. The simple English scholar loses, quite as much by the confusion of the two words, as he has gained in the simplicity of the one.

The scholar, however, loses far more than this. The original Saxon word is written *miht*. But this orthography can not be preserved in modern English, because *ih*, in analogy with the other vowels, represents the old sound of the vowels, and hence *i* would be pronounced *e*. Hence, in modern English, *might* would be pronounced *meet*.

But it may be asked, since there is no *g* in the Saxon word, how it crept into the English? In answer to this question, we may say, that the modern English is composed of the Saxon, modified more or less in its orthography, by the Celtic, or old British language; and that among the things which we have derived from the Celtic, is the peculiar usage of *gh* in *might*, and other similar words. In that language *g* is used for a great variety of purposes, and when aspirated with an *h*, *gh* is pronounced like the English *y*.

In deriving the English from the Saxon, the people, who are always the language makers, often employed the Celtic aspirated *gh*, where the Saxons had employed simply the aspirative *h*. Hence, the Saxon *miht*, became in English *might*, and was pronounced as if written *miyt*, or *miit*. And, as in Saxon, the *h* marked the long vowel, so in Celtic, Celtic-Saxon and English, *gh* does the same and has the power of the English *y*.

Again if we were to strike out the *gh* from that class of words where it now stands, it would put it out of the power of the philologist to prove the relationship of the English to its kindred dialects. As it now stands, we know from the certainty of the laws governing comparative philology, that the original root of the Saxon *leacht*, was *leek*; that the German *leuchten* (to lighten,) was from the root *luch*, or rather *luh*; and that the Latin *lucere*, (to shine,) was from the root *luk* or *luh*. We know, therefore, that the English word *light* and the Latin *lux*, are from the same root. But if we drop the English *gh*, or the Saxon *h*, we remove all evidence of the original identity of the words.

It may be further remarked that the Saxon *g*, was pronounced like the English *y*, and hence has taken place of the *g*. Thus the Saxon *dag*, has become the English *day*; the Saxon *magan*, pronounced *ma-yan*, has become the English *main*. And so of all similar classes of words. Hence, *sigh* is equivalent to *siy*; *eight* to *eiyt*; where *ei* has the ancient sound of long *a*, and would now be written *ayt*.

A. B. C.

INJURIES.—Some one has well said—"The noblest remedy for injuries is oblivion. Light injuries are made lighter, and heavy ones have their weight taken away by not regarding them."

TEACHERS' INSTITUTES.

MR. EDITOR,—From recent observations, I find conclusive evidence that some improvement has been made in many of our district schools through the instrumentality of Teachers' Institutes.

1. The teachers give more attention to the health of their pupils. Their position while reading, writing, reciting, or sitting at study is, in many instances, particularly attended to. The recesses are regarded accordingly.

The temperature of the school room is watched with more "philosophic care;" and some attention is now given to ventilation where, a few years ago, the idea was regarded as the height of folly. This indicates progress.

2. In many places an improvement is manifested in the moral training of the children. In some quarters there is a lamentable deficiency in this respect which calls for reform. But an influence is at work and by a patient continuance in well-doing an entire reform may be effected.

3. The registers of many of the schools show an increase in the punctuality of attendance. It is cheering to know that this subject is receiving attention. In many places the committees have made this a topic for special inquiry, and it is believed the reports will give the people in their respective societies much additional information.

4. There is a decided improvement in the methods of teaching. This is remarked by those who are in the habit of visiting the schools from year to year.

These improvements, in many instances, may be traced directly to the influence of Teachers' Institutes. These meetings are *distributing offices* whence many of the good things that are taught and practiced in the Normal School are distributed to the teachers and people in various parts of the State.

It is hoped that the State will give these Institutes "material aid" and thus afford the friends of education an opportunity to "spread the light," more generally.—*Connecticut Press.*

ETERNITY.

"A solemn murmur in the soul
Tells of the world to be,
As travellers hear the billows roll
Before they reach the sea."

WHO ARE YOUR ARISTOCRATS.

TWENTY years ago this one made candles, that one sold cheese and butter, another butchered, a fourth carried on a distillery, another was a contractor on canals, others were merchants. They are acquainted with both ends of society, as their children will be after them—though it will not do to say so out loud. For often you shall find that these toiling worms hatch butterflies—and they live about a year. Death brings a division of property, and it brings new financiers; the old gent is discharged, the young gent takes his revenues and begins to travel—toward poverty, which he reaches before death, or his children do if he does not. So that, in fact, though there is a sort of moneyed race it is not hereditary; it is accessible to all; three good seasons of cotton will send a generation of men up—a score of years will bring them all down, and send their children to labor. The father grubs and grows rich—his children strut and use the money. The children, in turn inherit the pride, and go to shiftless poverty: next, their children, re-invigorated by fresh plebeian blood, and by the smell of the clod, come up again.

This society, like a tree, draws its sap from the earth, changes it into leaves and blossoms, spreads them abroad in great glory, sheds them off to fall back to the earth, again to mingle with soil, and at length to reappear in new dress and fresh garniture.—*Selected.*

INDIAN SUMMER OF LIFE.

In the life of the good man there is an Indian summer more beautiful than that of the seasons; richer, sunnier, and more sublime than the most glorious Indian summer which the world knew—it is the Indian summer of the soul. When the glow of youth has departed, when the warmth of middle age is gone, and the buds and blossoms of spring are changing to the sere and yellow leaf, then the mind of the good man, still ripe and vigorous, relaxes its labors, and the memories of a well spent life gush forth from their secret fountains, enriching, rejoicing and fertilizing; then the trustful resignation of the Christian sheds around a sweet and holy warmth, and the soul, assuming a heavenly lustre, is no longer restricted to the narrow confines of business, but soars far beyond the winter of hoary age, and dwells peacefully and happily upon that bright spring and summer which await him within the gates of Paradise, evermore. Let us strive for and look trustingly forward to an Indian summer like this.—*Selected.*

Resident Editor's Department.

WHAT IS DOING FOR THE IMPROVEMENT OF SCHOOLS
IN CONNECTICUT.

NEW HAVEN.

We recently enjoyed the privilege of "taking a look" at some of the schools in the beautiful "city of elms." The reports which had, from time to time, reached our ears in relation to these schools, had given us a very exalted opinion of them; and what we have seen, has tended fully to confirm the correctness of all we had heard. As our visits to the schools were necessarily very brief, our impressions of them were drawn from their general appearance and from the spirit manifested on the part of teachers and pupils.

Our first call was at the Hillhouse School, which is under the charge of that well known and long favorably known teacher, J. E. Lovell, Esq., whose gentlemanly bearing and kindness of heart have exerted a most kindly influence over those entrusted to his charge. The school-house had just been thoroughly repaired and very much improved, and the school had not been fully organized under its new arrangement; but still enough was to be seen, to afford clear evidence of the right spirit and feeling. Mr. Lovell, both as a teacher and an author, will be held in lasting and grateful remembrance by the youth of New Haven and vicinity.

Our second call was at the Webster school, so called in honor of the author of the great dictionary. This is a very large, graded school, under the management of M. T. Brown, Esq., aided by Mr. Whitmore, and a corps of able, faithful and devoted female teachers. The several rooms appeared in excellent order, and a good spirit seemed everywhere prevalent. Mr. Brown well sustains the high reputation which he had gained while principal of the High and model schools in New Britain. We had the pleasure of meeting at this school, a large delegation from the schools of New London. There were about sixty of the pupils of

the female High School of that city, accompanied by all the teachers of the city, and by several members of the school committee. The general appearance of the teachers and pupils was alike creditable to the noble city which they represented, and an honor to the cause of popular education. On another page will be found an article relating to this pleasant visit. Such excursions will do good to all concerned.

Our third and last visit was at the Eaton School, which is under the charge of Mr. Clark, assisted by Mr. Boardman and ten female teachers, each having a separate room. The building is new, and in all respects one of the most convenient and pleasant school-houses in New England. Indeed, in most particulars, it surpasses any thing we have ever seen. The admirable condition of the several departments, gave evidence that the teachers were, in all respects, worthy of the house and of the city.

There are other excellent schools in New Haven, which we hope, at a future time, to visit. Such schools are an honor to any city, and we are pleased to learn that they have a strong hold of the affections of the people. Fortunate indeed may those parents consider themselves, whose children are in the enjoyment of such privileges,—fortunate indeed may every citizen of New Haven consider himself for having a residence in a city which so wisely and generously provides for the moral and intellectual training of her youth. It is certainly highly gratifying to know that this city, of unsurpassed beauty and neatness, in its streets and surroundings, is not unmindful of the high and noble interests of common schools, whose privileges are as free to all as the air they breathe or the charming scenery which so abounds in and around the city.

NEW LONDON.

MR. EDITOR :

We recently passed a few days in this city, and visited some of the schools.

We had the pleasure of calling at the boys' High School, Mr. Jennings, Principal ; the girls' High School, Mr. Perry, Principal ; and the Grammar School of the 1st District, under the charge of Mr. L. L. Camp ; and of the 16th, under Mr. Lathrop.

These schools are all deservedly popular, and evince the progress which has been made in this city, during the last ten years. The teachers are earnest, faithful laborers in the work, united in heart and hand with the excellent mayor of the city, Mr. Haven, and others of the Education Committees and friends of the cause.

More commodious houses and better arrangements are needed for the accommodation of some of these schools; but we believe the work carried on for the last four years, will at length secure all that is needed.

A celebration had interrupted the other schools upon which we called, but we believe these are also popular and doing a good work.

C.*

STAMFORD.

(We are glad to insert the following communication from a correspondent in relation to the schools in Stamford. We have never had the pleasure of visiting them, but from our knowledge of the accomplished and efficient Principal, Mr. Huntington, we have felt assured that the people of Stamford were highly favored in school matters. We hope soon to visit their excellent High School.—*Res. Ed. pro tem.*)

MR. EDITOR:—It was recently my good fortune to spend a short time in the High School of Stamford, and I cannot forbear expressing the pleasure I derived in witnessing the progress in Education which a few years have made. The first thing which struck me, was the excellence of the building—in marked contrast with the dingy little school-house where I learned the rudiments of education. The rooms were capacious, and every thing appeared to be arranged, not for the development of patience under affliction, but for the ease and comfort of the pupil. In short, it was just such a place as the scholar would love. The primary department of the school, under the care of Miss Scofield, did both the scholars and their teacher much credit; and the bright faces of the little children sufficiently attested that there is no necessary connection between a school room and suffering. We were especially pleased with the singing of the children, led by Miss Harris. It was an admirable union of the “*utile et dulce*,” in which a taste for music was cultivated, and at the same time the weariness of sitting was abundantly relieved by *acting* the sentiments of the pieces.

In a more advanced department, under the charge of Mr. Holley, we listened to some very creditable performances in reading and speaking. We confess that we have always had little faith in the utility of elocutionary exercises for small children, yet the performances in this department would certainly shake our faith on this point, if any thing would.

Finally, we visited the highest department of the school, under the

special care of Mr. E. B. Huntington, the gentlemanly Principal of the Institution. Time would not permit us to remain here as long as we desired, yet we listened to the recitation of a Latin class, which we do not hesitate to say was equal to the recitations of the best Academies of New England. Let it be remembered that this is only a "District School," not even a "Union School," and every one must be convinced that in some parts of our State, at least, the cause of education has made rapid progress within the last few years; showing itself not merely in the superiority of teachers, but in a regard for the comfort and happiness of those who are taught. Would that every village in the State might show the same laudable zeal. C.

CLAIMS ON EDUCATED MEN.

(A kind friend has favored us with a copy of a discourse delivered before the graduating class of Harvard College, June 15, 1856, by Rev. Dr. Huntington. It is a truly admirable discourse, abounding in beautiful thoughts beautifully expressed. His text was, "Who is a wise man and endued with knowledge among you? Let him show out of a good conversation his works with meekness of wisdom," (James III. 13th.) From this he deduced as his theme, "Life the test of learning." He closes by urging the claim laid on our educated men. His remarks on this point are so truthful, and withal so timely, that we need not apologise for giving them to the readers of the Journal. They are alike applicable to the graduates of all our seminaries of learning, and worthy the consideration of all, and particularly of those engaged in the great work of teaching. C. N. *Res. Editor, pro tem.*)

Let us ponder, then, the great claims that are laid on our educated men. The country has claims,—never more than now. We need more of that sort of education which stirs and fosters, from beginning to end, a loyal zeal for the central and dominant ideas that lie at the foundation of the Republic. The scholar is not well trained that has not been formed day by day into a Christian patriot. Our universities ought all to be nurseries, not of national exclusiveness, or national vanity, but of a just national honor, virtue, and devotion. They should rear and send forth prophets for the American Israel,—prophets brave and blameless, and speaking ever with a "Thus saith the Lord,"—prophets that no sophistry can bewilder, no tyrant silence, no bludgeon terrify, no flattery blind. Out of libraries, and out of laboratories, and out of the fore-arming contests of debate, let them send forth, for each impend-

ing struggle of Right with Wrong, thinkers and speakers "fraught with a universal insight, ingenuous and matchless men." For, as said that staunch old English republican of two centuries ago, in language suiting us to-day, "There is study of politics worthy of Christian scholars, that they may not, in a dangerous fit of the commonwealth, be such poor, shaken, uncertain reeds, of such a tottering conscience, as many of our great counsellors have lately shown themselves, but steadfast pillars of the state."

Universal humanity has claims. That "good conversation" of the Christian scholar condescends to converse with the lowest offshoot of the human stock. That "meekness of wisdom" stoops gladly to help the weakest wayfarer; to hear the story of wrong or weakness from the faintest or most unlettered lips; to sympathize with the wants of the vagrant, or the sorrows of the slave; to bring all the sublime resources of culture, the magic of invention, and the facilities of genius, to ease the burdens of penury, to open the path to the helpless, to pay respect and wages to unpaid toil, to inspire brute force with intelligence, to marshal idle men and women and children into ranks of self-sustaining labor. This is a worthy end for the best scholarship of the age,—

"How best to help the slender store,
How mend the dwellings of the poor,—
How gain in life, as life advances,
Valor and charity more and more."

Above all, Christ has claims. And his claims are supreme. They transcend, they underlie, they encompass, all beside. The Lord of souls is Lord of the sciences as well. Common gratitude challenges obedience and love for Him, in whose name every hope of civilization moves to its fulfilment, and every affection of mankind realizes itself in peace. It must be a personal obedience,—a personal love. No general and cold confession, no vague and rhetorical loyalty, no heartless and high-sounding praises, can satisfy that Gospel of regeneration on which salvation depends. Penitence, trust, consecration, prayer, righteousness,—these will; for God is Love, and his forgiveness waits. Every thought and imagination must be brought into captivity to the holy obedience of the Son of God. All knowledge that is not rooted and centred there vanishes away. "Who is a wise man and endued with knowledge among you?" He is the believing student, the studious disciple.

Gentlemen of the Graduating Class, our doctrine culminates here.

Every considerable change in the *form* of our life is meant to sug-

gest to us something original as to its spirit. The dissolving of one set of relations moves the question by what law new sets shall be organized. When farewells and distance threaten manly friendships, what is more unavoidable than to think what arm shall keep the friend that is parted from, and whether there is not One Friendship in whose Eternal and Almighty clasp every human affection finds its safety? The separation of classmates opens spaces about each one's personality which let in light from above on all your plans and habits. A change of residence puts us to asking why we live at all; how long we shall need any earthly dwelling; whether we deserve any. How shall your tuition justify these years, and your future be adequate to the past?

That question, like every other that an earnest experience asks, God's Book of Life answers.

Life is the test of Learning. Character is the criterion of knowledge. Not what a man has, but what he is, is the question, after all. The quality of soul is more than the quantity of information. Personal, spiritual substance is the final resultant. Have *that*, and your intellectual furnishings and attainments will turn, with no violent contortion, but with a natural tendency and harmony,—a working together, conversation, *anastrophe*—to the loftiest uses. Add faith to knowledge, and your education will be worth what it has cost. Your lives will honor and justify your preparation. Say, every morning, with the simple confidence of the holy child in the Temple, "Lord, here am I!" and he will send you to noble and effectual victories. Your wisdom will tell to issues that are divine, and that wisdom the Eternal Providence will watch, because it is matured in the spiritual school of Him who knows all that is in man.

"Lift up your eyes to the fields; they are white already to harvest." With the blessing of that Providence, go to the field of your slow, patient work. That slowness of the result may be the bitterest element in the discipline.

"To-morrow, and to-morrow, and to-morrow,
Creeps in this petty pace from day to day,
To the last syllable of recorded time."

Be content to wait for Him with whom ages are days.

"If but this tedious battle could be fought,
With Sparta's heroes, at one rocky pass,
One day be spent in dying, men had sought
The spot, and been cut down like mower's grass."

If in the heart of nature we might strive,
Challenge to single combat the great power,
Welcome the conflict ! But no ; half alive,
We skirmish with our foe long hour by hour."

Nevertheless,—nevertheless,—in due season ye shall reap, if ye faint not. Go out with faith, with supplication. Ye shall come again in the Jubilee and Sabbath of the Re-urrection rejoicing. And then, be content if it shall be with you as with the solemn pictured figures of the returning warriors, in the historical galleries of the Italian city, where the reverent and pious victors are seen, not in chariots, nor with sceptres, nor on thrones, nor with crowns on their heads, but kneeling, the crowns lifted in their hands, looking upward, and giving thanks to God.

A GRAND SCHOOL FESTIVAL.

BRIDGEPORT AND NEW HAVEN.

We recently received a very *strong* and cordial invitation from the Principal of the State street public school, Bridgeport, to be present at a Union gathering of the schools of New Haven and Bridgeport, in Barnum's grove, East Bridgeport. We received no "bill of fare" but well knew that whatever the friends of education in these two beautiful cities should undertake, would be "done up," not only *brown* but *strong*. We were accordingly induced to accept the invitation, so kindly extended to us and those associated with us. We reached Bridgeport at 10 o'clock, and as we passed through the streets, the general topic of conversation was the anticipated festival. The New Haven schools were to come down on the steamer *Champion*, which had been chartered for the purpose. As the cars, in which we went, left New Haven, the steamer was just leaving her dock, and with her flags and colors and music, seemed as joyous as the happy and light-hearted company that thronged her decks. The boat arrived at Bridgeport at about 12, where those on board were cordially welcomed by Hon. Mr. Calhoun, Mayor of B., by the Committee of Reception, and by a large concourse of citizens, whose interest in the occasion had brought them together. The New Haven scholars, to the number of about 1,100, passed from the boat in an orderly manner, and a procession was formed, and the schools of the two cities marched to the grove. The

procession was preceded by the marshals on horseback and by the police on foot, and every effort was made to secure the route of the procession from all annoyance. The Bridgeport schools led off in the order following:

1. The Waterbury band.

2. "State Street Public School," consisting of nearly 500 boys and girls, E. F. Strong, Teacher, with a neat banner bearing the motto, "Education makes the man and the State." The scholars made a fine show.

3. "Golden Hill Public School," about 150 in number. A. S. Wilson, Principal. Banner with the motto, "Knowledge is power."

4. "Barnum School." L. M. Slade, principal. Banner with the words, "Virtue and intelligence the basis of our independence."

5. "Old mill school." Motto, "Few but earnest."

The aggregate number of the Bridgeport pupils was about 1000, and on arriving at the borders of the grove, they arranged themselves in a line, and the New Haven schools passed by them into the grove in the following order, the air resounding with mutual cheers, heartily given:

1. "Webster Public School." M. T. Brown, principal. A beautiful banner bore as a motto the words of Webster, "Educate the children, and our country is safe."

2. "Eaton School," C. G. Clark, Principal. A neat banner bore the inscription, "By labor and virtue we will honor the name we bear." Four smaller banners, borne by the intermediate departments, had the following appropriate mottos; "Education ennobles." "Give us time." "Acorns—future oaks." "Deeds, not words."

3. "Hillhouse School." J. E. Lovell, principal. Motto on banner, "Our Jewels."

4. "Washington School." Motto, "Useful knowledge is an ornament in prosperity and a comfort in adversity." Also a banner with the words, "Labor omnia vincit."

5. "Wooster School." Motto, "Onward and upward."

6. "Dixwell School."

7. Carriages containing Committees and invited guests. These schools made a very attractive show, and were an honor to the beautiful city whence they came.

The grove had been furnished with seats, and the well-loaded table bore ample testimony in favor of the liberality and good taste of the Bridgeport people. After all had entered the grove and taken seats, on the east and west sides of the staging, a short and appropriate prayer was offered by the Rev. Mr. Judson. His Honor, the mayor of

Bridgeport, then called attention to an address of welcome to the committee and schools of New Haven, by Dr. Judson, chairman of the Bridgeport School Committee, who in a brief, but very eloquent and appropriate speech, assured the visitors of a most cordial welcome, both on the part of his associates on the committee, and also of the citizens generally, who had manifested a most prompt and cheerful disposition to contribute to promote the interests of the occasion.

The Hon. Mr. Babeck, of New Haven, responded to Dr. Judson, at some length; but our position did not enable us to hear his remarks.

Dr. Burritt of Bridgeport, also made a brief and appropriate speech of welcome.

Dr. Judson, in behalf of the Committee of Bridgeport, presented the following preamble and resolutions, which were received with much applause:

At a meeting of the General Committee on the reception of the New Haven Public Schools, on the occasion of their pic-nic excursion to Bridgeport, it was unanimously resolved:

1. That as a Committee of the citizens of Bridgeport, we welcome with the highest feelings of satisfaction, the Board of Education, the teachers and the children of the New Haven Public Schools, and their parents and friends, to Bridgeport, and extend to them the warmest reception and most unlimited hospitality.

2. That we recognize in the welfare of our Common schools our most important interests, and our indebtedness to them in a great measure, for that universal diffusion of education which is the glory and the pride of New England.

The remaining exercises at the grove consisted, mostly, in doing justice to the well laden tables, and in cheering songs from the pupils.

But here we must close, for here our personal observation ended. It was a delightful occasion, and all the arrangements seem to have been admirably made. The citizens of Bridgeport deserve especial commendation, for the complete and excellent manner in which they received and entertained their young friends from New Haven.

We have given much space to this occasion, because we consider it a highly important one in its bearing on the great cause of public instruction; one which will exert a lasting and favorable influence on the schools of the two cities most interested, and upon the general cause. We are of the number who believe that a day occasionally devoted to recreation and rational amusement, will do good both to the old and

gest to us something original as to its spirit. The dissolving of one set of relations moves the question by what law new sets shall be organized. When farewells and distance threaten manly friendships, what is more unavoidable than to think what arm shall keep the friend that is parted from, and whether there is not One Friendship in whose Eternal and Almighty clasp every human affection finds its safety? The separation of classmates opens spaces about each one's personality which let in light from above on all your plans and habits. A change of residence puts us to asking why we live at all; how long we shall need any earthly dwelling; whether we deserve any. How shall your tuition justify these years, and your future be adequate to the past?

That question, like every other that an earnest experience asks, God's Book of Life answers.

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"Lift up your eyes to the fields; they are white already to harvest." With the blessing of that Providence, go to the field of your slow, patient work. That slowness of the result may be the bitterest element in the discipline.

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Welcome the conflict ! But no ; half alive,
We skirmish with our foe long hour by hour."

Nevertheless,—nevertheless,—in due season ye shall reap, if ye faint not. Go out with faith, with supplication. Ye shall come again in the Jubilee and Sabbath of the Reurrection rejoicing. And then, be content if it shall be with you as with the solemn pictured figures of the returning warriors, in the historical galleries of the Italian city, where the reverent and pious victors are seen, not in chariots, nor with sceptres, nor on thrones, nor with crowns on their heads, but kneeling, the crowns lifted in their hands, looking upward, and giving thanks to God.

A GRAND SCHOOL FESTIVAL.

BRIDGEPORT AND NEW HAVEN.

We recently received a very *strong* and cordial invitation from the Principal of the State street public school, Bridgeport, to be present at a Union gathering of the schools of New Haven and Bridgeport, in Barnum's grove, East Bridgeport. We received no "bill of fare" but well knew that whatever the friends of education in these two beautiful cities should undertake, would be "done up," not only *brown* but *strong*. We were accordingly induced to accept the invitation, so kindly extended to us and those associated with us. We reached Bridgeport at 10 o'clock, and as we passed through the streets, the general topic of conversation was the anticipated festival. The New Haven schools were to come down on the steamer *Champion*, which had been chartered for the purpose. As the cars, in which we went, left New Haven, the steamer was just leaving her dock, and with her flags and colors and music, seemed as joyous as the happy and light-hearted company that thronged her decks. The boat arrived at Bridgeport at about 12, where those on board were cordially welcomed by Hon. Mr. Calhoun, Mayor of B., by the Committee of Reception, and by a large concourse of citizens, whose interest in the occasion had brought them together. The New Haven scholars, to the number of about 1,100, passed from the boat in an orderly manner, and a procession was formed, and the schools of the two cities marched to the grove. The

procession was preceded by the marshals on horseback and by the police on foot, and every effort was made to secure the route of the procession from all annoyance. The Bridgeport schools led off in the order following:

1. The Waterbury band.
2. "State Street Public School," consisting of nearly 500 boys and girls, E. F. Strong, Teacher, with a neat banner bearing the motto, "Education makes the man and the State." The scholars made a fine show.
3. "Golden Hill Public School," about 150 in number. A. S. Wilson, Principal. Banner with the motto, "Knowledge is power."
4. "Barnum School." L. M. Slade, principal. Banner with the words, "Virtue and intelligence the basis of our independence."
5. "Old mill school." Motto, "Few but earnest."

The aggregate number of the Bridgeport pupils was about 1000, and on arriving at the borders of the grove, they arranged themselves in a line, and the New Haven schools passed by them into the grove in the following order, the air resounding with mutual cheers, heartily given:

1. "Webster Public School." M. T. Brown, principal. A beautiful banner bore as a motto the words of Webster, "Educate the children, and our country is safe."
2. "Eaton School," C. G. Clark, Principal. A neat banner bore the inscription, "By labor and virtue we will honor the name we bear." Four smaller banners, borne by the intermediate departments, had the following appropriate mottos; "Education ennobles." "Give us time." "Acorns—future oaks." "Deeds, not words."
3. "Hillhouse School." J. E. Lovell, principal. Motto on banner, "Our Jewels."
4. "Washington School." Motto, "Useful knowledge is an ornament in prosperity and a comfort in adversity." Also a banner with the words, "Labor omnia vincit."
5. "Wooster School." Motto, "Onward and upward."
6. "Dixwell School."

7. Carriages containing Committees and invited guests. These schools made a very attractive show, and were an honor to the beautiful city whence they came.

The grove had been furnished with seats, and the well-loaded table bore ample testimony in favor of the liberality and good taste of the Bridgeport people. After all had entered the grove and taken seats, on the east and west sides of the staging, a short and appropriate prayer was offered by the Rev. Mr. Judson. His Honor, the mayor of

Bridgeport, then called attention to an address of welcome to the committee and schools of New Haven, by Dr. Judson, chairman of the Bridgeport School Committee, who in a brief, but very eloquent and appropriate speech, assured the visitors of a most cordial welcome, both on the part of his associates on the committee, and also of the citizens generally, who had manifested a most prompt and cheerful disposition to contribute to promote the interests of the occasion.

The Hon. Mr. Babcock, of New Haven, responded to Dr. Judson, at some length; but our position did not enable us to hear his remarks.

Dr. Burritt of Bridgeport, also made a brief and appropriate speech of welcome.

Dr. Judson, in behalf of the Committee of Bridgeport, presented the following preamble and resolutions, which were received with much applause:

At a meeting of the General Committee on the reception of the New Haven Public Schools, on the occasion of their pic-nic excursion to Bridgeport, it was unanimously resolved:

1. That as a Committee of the citizens of Bridgeport, we welcome with the highest feelings of satisfaction, the Board of Education, the teachers and the children of the New Haven Public Schools, and their parents and friends, to Bridgeport, and extend to them the warmest reception and most unlimited hospitality.

2. That we recognize in the welfare of our Common schools our most important interests, and our indebtedness to them in a great measure, for that universal diffusion of education which is the glory and the pride of New England.

The remaining exercises at the grove consisted, mostly, in doing justice to the well laden tables, and in cheering songs from the pupils.

But here we must close, for here our personal observation ended. It was a delightful occasion, and all the arrangements seem to have been admirably made. The citizens of Bridgeport deserve especial commendation, for the complete and excellent manner in which they received and entertained their young friends from New Haven.

We have given much space to this occasion, because we consider it a highly important one in its bearing on the great cause of public instruction; one which will exert a lasting and favorable influence on the schools of the two cities most interested, and upon the general cause. We are of the number who believe that a day occasionally devoted to recreation and rational amusement, will do good both to the old and

young. The opportunities thus afforded for strengthening the bonds of sympathy between teachers and pupils, parents and children, are by no means unimportant. A pleasant and profitable blending of the "utile cum dulce" should always be attempted by parents and teachers.

HIGH AND MODEL SCHOOLS, NEW BRITAIN.

Very interesting exercises were had at the close of the term of the High School. The character of the several performances indicated that the instruction in reading, speaking, composition and writing, received merited attention here, being of a very high order.

At the close of the exercises, a beautiful volume of sheet music was presented to Miss CORDELIA HOUGH, the accomplished teacher of music, by members of the school.

ITEMS AND NOTICES.

Mr. A. E. Camp, a graduate of the State Normal School in 1853, has been appointed principal of the Grammar School in district No. 13, New London.

Mr. George Sherwood and Henry Buckham, A. B. have been employed as teachers in the State Normal School, during the last term.

NORMAL SCHOOL.—The next term of the State Normal School will commence on the 13th of August, and continue 8 weeks. The High and Model schools will commence on Monday August 18th, and continue 12 weeks.

THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF EDUCATION.—The sixth annual meeting of this important Association will be held at Detroit, Mich., on Tuesday, Aug. 12th, and continue in session four days. Excursion Tickets may be had by applying to John Whitehead, Esq., Newark, N. J., and it is to be hoped that some of the teachers of Connecticut will find it convenient to attend this meeting.

AMERICAN INSTITUTE OF INSTRUCTION.—The 27th Annual Meeting of this excellent Association will be held in Springfield on the 19th, 20th and 21st days of August,—the first session to be held at 2 o'clock P. M., of the 19th.

TEACHERS' INSTITUTE.—The Teachers' Institute for Litchfield County will be held at Woodbury, to commence Monday evening, September 29th. A notice for the other counties will be given in our next.

NEW SCHOOL LAWS.—In our next, we shall insert the new school laws which were enacted by the late General Assembly.

☞ We hope our readers will not fail to peruse the leading article of the present number, in relation to education in Canada. It will prove both interesting and profitable.

☞ We shall be very grateful for good articles from correspondents. Unless they favor us with such, we fear they will complain of a want of variety in the Journal. We have much reason to hope that Mr. Philbrick will soon be able to take our pen from us; but just now, he is not quite *strong* enough to do it!—C. N. Res. Ed. *pro tem*.

NOTICES OF BOOKS.

THE TEACHERS' GUIDE TO ILLUSTRATION: a Manual to accompany Holbrook's School Apparatus. By F. C. Brownell. Hartford; Holbrook School Apparatus Company, 29 Asylum street.

We have examined this little manual of 156 pages, with much satisfaction. In its preparation Mr. Brownell has done a good service. The work was prepared with more particular reference to the Holbrook School Apparatus, but will be worth far more than its price to any teacher who will use it. The author remarks in relation to the work as follows:

"It asserts that *Illustration is the basis of successful teaching everywhere*, and that it is as necessary in elementary, as in higher education. The fact that our public schools are so generally destitute of any means for illustrating to the eye, and that too many teachers do not realize the advantages of such means, and hence are content to do without them, is sufficient reason to call for its publication.

"This Manual explains the causes of the change of seasons, different lengths of day and night, the rising of the sun north of east in summer, appearance of the sun at the poles, changes of the moon, solar and lunar eclipses, tides, difference of sidereal and solar year, precession of the equinoxes and various other phenomena, and gives methods of presenting to pupils these, or analogous phenomena by means of simple instruments—often only a globe is required—it also contains chapters on map drawing and topical geography."

This valuable and useful manual, neatly and substantially bound, will be forwarded, postage or freight prepaid, to any teacher who will forward 50 cents. Teachers, order it; and you will be sure of your money's worth."

We would call the attention of teachers and committees to the advertisement of Messrs. Durrie & Peck. They publish many valuable books, besides those enumerated in their advertisement. In our next, a more complete list of their works will be inserted. The reading books prepared by Mr. Lovell, are well worthy of notice, both for their attractive appearance and for their real merit.

NOTICES OF REPORTS.

Fourth Annual Report of the Trustees of the State Reform School of Connecticut. 50 pp.

We are indebted to Dr. Hawley, the excellent Superintendent of the Reform School, for a copy of this interesting report.

The Trustees express a high degree of satisfaction with the management of Dr. Hawley, and speak in terms of commendation of the various departments and operations of the Institution.

The whole number of members during the last year was 173. The number from the several Counties since the opening of the school is as follows :

Hartford,	53
New Haven,	55
New London,	23
Fairfield,	26
Litchfield,	12
Middlesex,	5
Tolland,	4
Windham,	1

The report of the Superintendent is brief, but to the point, and indicates that his heart is in the great work entrusted to him.

The Thirty-Second Annual Report of the Officers for the Retreat for the Insane, at Hartford. 32 pp.

This report contains much interesting statistical information, in addition to the written reports of the Trustees and Superintendent. The institution does great credit to all concerned, and is a model for imitation in its management. Dr. Butler, the Superintendent, seems to be admirably fitted for his post, and exhibits great skill and tact in the direction and control of the various cases placed under his charge, exerting an almost magical influence over some who have no control over themselves.

During the past year there have been 359 different patients, of whom 153 have been discharged, leaving 197 now in the Retreat. Of those discharged, 59 have recovered; being 18 males and 41 females.

The books and pictures connected with the Institution, are said to exert a favorable influence, and it is hoped that the benevolent will contribute to increase the number of these.

The Fortieth Annual Report of the Directors of the American Asylum, Hartford, for the instruction of the deaf and dumb. 64 pp.

This pamphlet is replete with valuable and interesting information. There have been 210 pupils connected with the school during the past year. We may, hereafter, make a few extracts from this report.

Nineteenth Annual Report of E. F. Cook, Esq., Superintendent of Public Schools of the City of Buffalo.

This is a neat and carefully prepared document of 57 pages, and contains more than 20 views of school-houses. We have only space for the following facts :

Total number of pupils in the schools,	18,678
Annual cost for each pupil,	8.47
Number of volumes in district libraries,	7,773
Number of schools,	32
Number of teachers,	187

